

**Joe Bustillos**  
**November 23, 1993**  
**Mrs. Brown's Grade 5 Class**  
**Ed508/LangArts: Soohoo**

**Known By Their Own Words:  
Ray Whitecloud - "Spirit Man"**

**OBJECTIVE:**

Students will be introduced to a Native American "Spirit Man", Ray Whitecloud and will compare previous knowledge of Native Americans with Whitecloud's answer to "typical" questions about American Indians.

**CONCEPTS:**

- One way to constructively confront diversity is to let the "other group" describe themselves in their own words.
- Dialog is an important way for diverse peoples to get to know each other with one group/person asking questions of the second (thus the second gains knowledge about what is important to the first and the first has those questions answered), and visa-versa.
- It is important to get information/knowledge about differing peoples directly or as directly as possible from the people one wants to know about.

**MATERIALS:**

- TV, video-player, copy of taped interview
- Whitecloud response poster and "response sheets" (one per student = 30 copies?)

**PROCEDURE:**

- Introduction: Favorite movies with Indians? Things you've learned since beginning this unit? What questions would you have if you were to meet an Indian?
- Video: view Ray Whitecloud interview (hold additional questions until end of video)
- Student De-briefing: additional questions, difficult terminology (eg. "indigenous people").
- Student Activity: write or draw follow-up questions or comments to be sent to Mr. Ray Whitecloud (5 - 10 minutes).

LESSON PLAN

INSTRUCTOR: Soohoo  
CLASS: ED 508  
DATE: NOVEMBER 23, 1993  
CURRICULUM: Language Arts/Social Studies

I. Learning Processes (academic objectives)

In their cooperative learning groups, students will retell a section of Iktomi and the Buffalo Skull in one picture. This will demonstrate a similar Cheyenne and Sioux storytelling technique. (Iktomi is a myth which is told upon several variations among different Native American peoples.)

II. Learning Conditions (social objectives)

Students will gain an understanding of two Plains Indians myths and their reverence of the sacred buffalo skull. This will promote a greater understanding and acceptance of a culture's storytelling different from than their own.

III. Learning Opportunities (activities)

In their cooperative groups students will draw a section of Iktomi and the Buffalo Skull. A representative of each group will then come up to the front of the room. These students will retell the story pictorially in the appropriate sequence.

IV. Teaching Strategies (instruction)

The teacher will read the story of Iktomi and the Buffalo Skull to the class. Each cooperative learning group will receive a section of the story without the book's original illustrations. Students will then be given picture frames in which they will draw one picture to represent their section of the book.

V. Authentic Assessment (evaluation)

After students retell the story from the pictures in its appropriate sequence, the teacher will bind the book as a class project. The teacher will ask the students why they think that this story was held in such high regard by Native Americans and what it might mean.

Jacki Lawrence  
Ed.508 T 1230PM  
Dr. SooHoo  
23 Nov 1993

## **Grade 5--Thematic Unit-Native Americans**

### ***Lesson Plan***

#### ***1. Learning Processes (academic objective)***

In cooperative learning groups, students will take a walk in another's shoes to encourage tolerance and acceptance of diversity. Students will be encouraged to read and develop an appreciation of Native American literature by teacher modeling.

#### ***2. Learning Conditions (social objectives)***

Students will gain an awareness of diversity and ethnocentricity. Students will be encouraged to listen to and appreciate all kinds of people in our society.

#### ***3. Learning Opportunities (activities)***

Students will participate in a partnership game that gives them the feel of being in another's shoes. Students will also listen to a story, and then write their thoughts about the story in their journals.

#### ***4. Teaching Strategies (instruction)***

Teacher will engage students in a thought provoking exercise on acceptance and tolerance of others. Teacher will promote discussion with students using open questioning. Teacher will read a story while playing the music of an Indian flutist to stimulate both the left and right brain. Students will write their thoughts about the story in their journals.

#### ***5. Authentic Assessment (evaluation)***

Students will discuss their feeling about the partnership exercise. Students will demonstrate active listening (eye contact and body language) to story. Students will respond by writing their thoughts and feelings about the story in their journals.

11/9 - 508 - L.A.

MEW

12:30 Nuts & Bolts

12:45-1:45 Beno lesson - 1st grade  
(Larsen, Scott & Jeff)

1:45-2:00 CTE Interview

2:00-2:15 Break

2:15-2:50 Marci Dilemmas - their  
instruction

2:50-3:20 writer's workshop

Friedrich - 2nd grade spelling

Brown - 4th grade unit  
lesson

~~All about us~~

Lorrell - praise - sentence skills

② knowing where things are

Jeff - singing - what would I like to do

• wheels on the bus expect the unexpected

Scott - monitoring class response

From big to small  
locations?

word dilemmas -

Mrs. Brown 5<sup>th</sup> grade C-1

writing workshop -

rules

- hand/fade/draft idea

- edit revise

"living between  
the lines"

organization

- random sheet

writers notebook

- tab section - surgery info

Liz Friedrich -

mini-lessons → direct, brief, to the point!

45 minutes / 3x a week

FSS hr u

6 6 7 3 9 16

xtk  
MAPCI:  
MTC:  
TRKS:  
SHORT CLLI IS: TGN165  
POSITION RESTARTED  
TTP:  
LEVEL:  
record stop onto tpprt

KABC-TV - Los Angeles  
11/5

Economist

Immigration - Rice Univ, Donald Nuttall

Illegal Immigration  
Calif.

18 billion in public  
services in 1992

STORY WILFORD

Struggling

at the border

Each year US Border Patrol

1/2 million illegals apprehended

in S.D. County

40,000 cars  
50,000 pens

Show video daily

US customs  
service

Up display  
2 foreign  
languages  
Lit  
5-6

Confront diversity w/o pre-  
conceived ideas

THEME  
NATIVE AMERICANS -

on their own terms

W/20/93

VPPW  
25:30

## PART TWO

26:43 begin

00:23 27:19 Thanks, 2 classes

00:49 27:49 Intro: name?

00:55 27:50 "Lone Wolf Who Walks Among the Clouds", New Mexico, Pueblo people

01:08 28:10 buckskin from Cheyenne from Wyoming

28:25 Affirm from NM, in the language of your people, your name? 2:35

01:30 28:40 about names, by grandparents: visions/things seen ... from the White Cloud clan, (30:05)

30:05 Two names? ...

30:50 How did you end up in CA?

31:00 Korean war, left reservation, after service pace slow on reservation, after education in the "world"; stayed "out here";

03:00 32:36 Why do people call Indians "Indians"? (Janet)

32:40 Columbus story...

03:22 33:14 Why are the Indians brown? (Guadalupe)

04:00 33:20 People of the Earth...

4:00 33:49 Indigenous People vs. Mexicans?

34:20 misclassified, "we have been here forever" - never take more than we can use (34:55)  
living in harmony --- smaller groups (35:00) we are the people (35:55);

35:55 differences between Indians in US and Mexicans from the hills (unclear)

37:00 in the US Indians governed themselves, Mexico/Central/South America known as  
Mexicans

37:55 How do the Indians kill the animals (Roldon)

37:58 taking food for the benefit of our families; emphasis: families; for survival purposes; old  
days (38:38), traditional camp - gain something (39:00)

39:27 popular films: Last of the Mohicans, the hunt, honoring the animal

40:10 animals our brothers and sisters; as elders

40:39 explanation of garment

40:45 tanned elk skin; signature - handprints; eaglewing span - federal law (41:40) badge of  
honor - position (42:30); father = spirit man (42:37);

43:00 explanation: medicine man?

43:12 healing the spirit vs. body/physically (44:13)

44:45 What has the popular media gotten wrong about Native Americans?

45:05 amazed that adults believe what they see on TV - actors; wearing wrong colors, wrong  
dress, wrong language - made up language, to correct false image - that's why I go to  
schools (46:05); "Dances with Wolves" - very well done (46:10)

46:35 What did they get right?

46:40 Indians are like anyone else, families, children, keep to ourselves, not necessarily aggressive

48:00 break

INDIANS PEOPLE

**48:18: Why do the Indians live in teepees (Cindy)**

48:20 frequent question - didn't live in teepees, lived in Pueblo homes Nasis -ancient ones, cliff dwellers; everything is based on climate/environment: Lacotas = teepees = mobile village to not deplete game around them; 7-nation Indians = long houses (50:55); pacific northwest and totem poles; depended on where you are at (51:43); clothing: buckskin shirt - heavy and too warm for this time and place (52:15)

**52:55 Why do Indians wear feathers on their heads and masks on their faces? (William)**

52:58 society status; today = possessions; Indians "rated" based on a great deed done; TV depiction of warriors receiving feathers for the number of kills in battle (53:50); battles based on protecting family and property - "counting cou" Indians' tag - acts of bravery (55:00); place of honor

**55:55 How come they dance? (Edgar)**

56:08 celebrated with dance, seasonal change/birth, but not any excuse for a party - dances depict birth/life/battle with nature . . . traditional dancer (57:10); fancy dancers = ones usually depicted on TV (57:55); dance to portray things in nature not just jump around (58:02);

**59:10 conclusion: thanks**

59:12 thanks for letting me come into the classroom; please remember to honor and respect mother earth and all of her surroundings (59:40); [ends: 2:00:20]

55:10

55:53

22:22

## INDIAN UNIT - Ms. Weston's 3rd Grade Questions

### **WHAT DO WE KNOW?**

- The Indians killed the buffaloes
- 70,00 years ago Native Americans had to take their baths in a pond
- Native Americans tells stories with their hands
- Native Americans were the first people in this country
- Native Americans is someone who was here before us
- The White People weren't nice to the Indian
- The Native Americans were the 1st people in the US
- Native Americans cooked for their food
- they live in a very cold place
- Native Americans were nice to the white people
- Native Americans are indians
- there wore masks on their faces to salute their gods
- they lived in teepees
- they killed animals to eat
- Indians have very dark skin
- Native Americans are a family of Americans
- Native Americans had to kill for their food
- the white people killed a lot of Indians
- they danced with their friends
- Native Americans had gods
- There are not many indians in the US

### **WHAT DO WE WANT TO KNOW?**

- Why do people call Indians "Indians"?  
(Janet)
- Why are the Indians brown? (Guadalupe)
  
- How do the Indians kill the animals (Roldon)
- Why do the indians hunt? (Thom)
- Why do the Indians have arrows? (Hen)
- How did they make bows and arrows and spears (Allanjay)
- How do they cut the trees? (Jesse G)
  
- Why do Indians ride on horses? (Cindy)
- Why do the Indians live in teepees (Cindy)
- How do they make their teepees? (Jesse G)
- What kind of material do they use on teepees (LaToya)
  
- How does the Indian make feathers? (sara)
- Why do Indians wear feathers on their heads and masks on their faces? (William)
- How come they dance? (Edgar)
- How do they celebrate their culture (Ashley)
  
- Why did the while people kill some of the indians? (Jeanette)
- Why did the indians start thanksgiving? (Justine)
- Why did the white people didn't share with the Indians (Hoonie)
- How did the Indians come to Americna (Isaias)

## PART ONE

### WHAT DO WE KNOW?

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## What do we know

the Indians killed the buffaloes.

- 70,000 years ago N.A. had to take their  
water & food
- N.A. tells stories w/ their hands  
N.A. were the first people in this country  
- is someone who was here before you  
the white people wasn't nice to the Indians  
the N.A. were the 1<sup>st</sup> people in the U.S.  
they cooked for their food  
they lived in a very cold place  
N.A. were nice to the white people  
N.A. are Indians  
they wore nests on their faces to salute to gods  
they lived in Tepees  
they killed animals to eat  
Indians have very dark skin
- N.A. are a family of Americans  
had to kill for their food  
the white people killed lots of Indians  
they danced w/ their friends  
N.A. had gods  
There are not many Indians in the U.S.

What do we want to know

How do some Indians make feathers? (Sara)

Why do the Indians hunt? (Tina)

" " Indians have arrows? (Tina)

Why do Indians ride on horses? (Candy)

Why do people call Indians Indians? (Anett)

Why do Indians wear feathers on their heads  
& looks off their faces? (William)

How do they get food? (Stephanie)

Why do the Indians kill their animals? (Roldon)

Why did the white people kill some of the Indians?

How do they make their tippees? (Jessie G)

(Jeanette)

How did they make bows & arrows & spears?

(Maya Jay)

Why do the Indians live in tippees? (Candy)

How do they cut the trees? (Jessie G)

Why are the Indians brave? (Guadalupe)

Why did the Indians start Thanksgiving? (Vivian)

Why did the white people didn't share food with the Indians?

(Monica)

What kind of material do they use on tippees? (Letoya)

How did the Indians come to America? (Isaiah)

How come they dance? (Eduardo)

How do they celebrate their culture? (Ashley)

( Native American's? )

→ Legal Moral Question? →

Big or small? >

thinking about "different peoples"  
or Listen first &

What are their rights?  
stronger  
↳ the judge first ⇒ Ethno-centric

(11)

① → ~~RE TIES~~



→ ~~WALK~~ → ~~ROBBIE'S TRAILER~~

~~SPRING~~ → ? D~~LAND~~

~~JOB~~ → ~~INTERVIEW / ROY UNIT~~ ~~CARD~~

~~RE~~ ~~FEAR~~

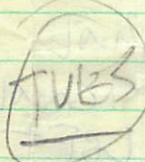
~~GG~~

10/2 -  
Twin Cities Unit -



(X)  
(X)

~~MURKIN~~ FUES



12 30

LAKE CENTER

A

No. 18

(310) 868-5298

Paul Quincy

Mrs. McLean

4997

RAY WITCLOUD

8241

310-863-4956

SCHOOL

WOMEN

60

Dee 2

INTERVIEW

MY PEOPLE

Monday

8:00

9:00

5 Pwy → 605 - N 1st flng telegraph (B) (RT)  
3/4 mi. • Pioneer (R) Kline Clark man brick (RT)  
DISTRICT OFFICE (B) ←

MET GO NORTHWAKE → N

IMPERIAL

SIGNAL

1st STREET

→ LEFT TURN BAV/LA  
VAN L/D PWS 12838

100 P.m.

LEFT HAND -

10/19 ED 508 - Gonzalez

menu -

- I - GREETINGS - PRINCIPAL TOUR OF SCHOOL
- II - COGNITIVE PROCESSING - DEMO LESSON
- III - CLASSROOM OBSERVATION HOURS

PRINCIPAL - Debra Johnson

- Problem Solving
- Thinking with WILFUL CURRICULUM
  - WHOLE LANGUAGE
  - WRITER'S WORKSHOP

PORTFOLIO FOR EACH CHILD ...  
BUT ESSENTIALS

520 students - booster

# ETHICAL DECISION MAKING

## CURRICULUM

- a. integration
- b. teach about values directly
  - i. structured experiences
  - ii. moral themes
- c. teach situationally

During writing

## INSTRUCTIONAL STRATEGIES

- a. direct teaching
- b. guided reflection
- c. discourse, discussion (class meetings)
- d. dramatization ("elbow joint" cooperation)
- e. role model (teacher)

## GUIDELINES

- a. Identify stakeholders
- b. identify ~~to~~ values behaviors
- c. ethically values over non-ethical values
- d. if the ethical values conflict are with greatest good for greatest number principle (e.g. grand mother's dying sister).

## VALUES: Islamic

Dignity / respect  
care / compassion  
integrity  
responsibility  
children first

Equality  
safety

transformation

MATERIAL  $\rightarrow$  INTERACT  $\rightarrow$  ADAPT MATERIAL  
MATERIAL ON INDIANS

ED508 - CONSOVAS - 11/16

now - BTMICS

12:30 - 1:45

BREAK

1:45 - 2:00

Thermal Unit

2:00 - 3:00

DISTRIBUTING

3:10 - 3:20

BTMICS - air Belts System.

GRANDS

~~ETIC/USUE~~



teacher accusation  $\rightarrow$  charge child  
can still be fairness / dignity / safety.

ESL teacher - (drop ~~at~~ ~~sport~~) ~~stage of child~~

true ~~not~~

ED 533 - 11/10

Cynthia Chin Lee

- Asian female ~~American~~ author

Washington DC. 3<sup>rd</sup> gen

Chinese Amer. Newark, NJ

B/ West Center Hawaii

Technical writer

(Vanessa -  
Pdy Brown) multilingual

Almond cookies & dragon well tea.

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Blue Sky in the Desert

by Marlene Shigekawa

Illust. by Isao Kikuchi